

Plymouth Public Schools

Strategic Plan 2024 - 2027

Charting the Course to Success



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Dear Plymouth Public Schools Community,

We are thrilled to announce the launch of our new strategic roadmap, the Plymouth Public Schools 2024-2027 Strategic Plan: Charting the Course to Success.

Over the past academic year, we have collaborated with a diverse range of stakeholders including students, staff, parents, and School Committee members to lay the groundwork for this transformative plan. Through data-driven insights, community feedback, and purposeful dialogues, we have crafted a comprehensive blueprint to guide our collective efforts over the next three years.

Embedded within this plan are new mission and vision statements, along with core values and a theory of action. We have identified four overarching focus areas that encompass a multitude of strategic initiatives. This roadmap will ensure that our actions align with long-term fiscal plans, infrastructure needs, and professional growth endeavors. Furthermore, it will serve as the foundation for enhancing pedagogical practices and fostering safe, supportive school environments.

We are committed to supporting our leaders and staff in effectively implementing this plan across all levels of our school district. Together, we will work towards improving outcomes for all PPS students, with a steadfast dedication to equity. We are eager for the opportunities that lie ahead and excited to collaborate with each of you to achieve our shared goals.

Sincerely,

NAME
Chair
Plymouth School Committee

Christopher Campbell, Ed.D.
Superintendent
Plymouth Public Schools

Diversity, Equity, and Inclusive Practices

Plymouth Public Schools is committed to fostering a learning environment that embraces and celebrates the rich tapestry of diversity among our students, staff, families, and community members. Our strategic plan is founded upon the principles of diversity, equity, inclusion, and belonging, ensuring that every individual feels valued, respected, and empowered to reach their full potential.

Diversity within our school district encompasses the myriad of identities, experiences, backgrounds, cultures, and perspectives that make up our community. We recognize and honor the unique attributes and contributions of each person, understanding that diversity enriches the educational experience and prepares our students to thrive in a global society.

Equity is at the forefront of our mission, as we strive to ensure equitable access to opportunities, resources, and support for all. We are committed to creating a level playing field where every student can succeed regardless of their socio-economic status, race, ethnicity, gender, ability, or any other characteristic.

Inclusion is the cornerstone of our vision, as we aspire to create an inclusive environment where every individual feels a sense of belonging, acceptance, and support. We actively cultivate a culture of belonging by fostering respectful dialogue, promoting empathy and understanding, and embracing differences as strengths.

Our core values guide our actions as we work towards our strategic focus areas and initiatives. Through collaboration with stakeholders, we will implement evidence-based practices and policies that promote diversity, equity, inclusion, and belonging throughout our school district.

Plymouth Public Schools Strategic Planning Committee

Participants			
Carolyn Ambrose	Parent, Manomet Elementary School		Michaela Hood Physical Therapist, Federal Furnace Elementary School, Plymouth South HS
Lauren Anderson	Student, Plymouth South HS		Breyaunna Hattab Diversity, Equity, and Inclusion Coordinator, PPS
Darlene Bancroft	Occupational Therapist, Plymouth Early Childhood Center		Katherine Jackson Plymouth School Committee, Secretary
Adam Blaisdell	School Business Administrator		Michael MacEachern Teacher, Hedge Elementary School
Joli Boucher	Teacher, DW Elementary		Melissa Matinzi Parent, Plymouth North HS
Laura Buckley	Parent, Cold Spring Elementary School, Plymouth Community Intermediate School		Brian Palladino Principal, Plymouth Community Intermediate School
Tamao Buffalo-Ellis	Parent, Plymouth South HS		Luis Pizano Plymouth School Committee, Vice Chair
Chris Campbell	Superintendent of Schools		Jen Powers Teacher, Hedge Elementary School, Indian Brook Elementary School, Manomet Elementary School, South Elementary School; Parent, South Elementary School
Leo Carlin	Student, Plymouth North HS		Peter Parcellin Principal, Plymouth North High School
Erik Cioffi	Assistant Superintendent, Human Resources		Stacey Rogers Assistant Superintendent, Administration & Instruction
Cheryl Delorey	Interim Director of Special Education		Ashley Shaw Parent, Nathaniel Morton Elementary
Mark Duffy	Director, College, Career and Technical Education		Paul Samargedlis Parent, Indian Brook Elementary School, Plymouth South Middle School, Plymouth South HS
Melissa Fontaine	Parent, West Elementary School		Kerri Whipple Parent, Nathaniel Morton Elementary, Plymouth Community Intermediate School
Pat Fraine	Principal, Manomet Elementary School		Lisa White K-12 ELA Coordinator
Jacklyn Gervais	Teacher, Plymouth Community Intermediate School; Parent, Indian Brook Elementary School, Plymouth South Middle School		Kristin Wilson Principal, Hedge Elementary School
Steve Goff	Teacher, Plymouth South HS		Karen Venett Director of Accountability and Measurement

In Phase Two, a Strategic Planning Committee was established to begin the important work of analyzing internal and external data to guide the work in establishing a mission, core values, and a vision. The current strategic plan was also assessed to inform the development of a new plan. During Phase Two work, members of the Strategic Planning Committee analyzed internal and external data collected in order to identify common themes, referred to in the plan as pillars. The Strategic Planning Committee established strategic focus areas for each pillar, key actions for each objective, and identified outcomes for each strategic initiative. The Strategic Planning Committee also revisited the vision in this phase to ensure it represented the mission of the Plymouth Public Schools. A theory of action was also developed.

In the final phase of the strategic planning process, the Strategic Planning Committee discussed how the newly developed contents of the strategic plan could be implemented both vertically and horizontally in the organization to guide the change process over the next three years. Strategies were highlighted that would be employed to ensure that district improvement would focus on the identified strategic focus areas.

The Mission Statement

The **Mission Statement** explains who we are and highlights our fundamental reason for existing. When others read the mission statement, they should understand what our core role is as a district. The mission creates fundamental questions for all organizations to ask:

- What is it that we do as a school district?
- Whom does the district serve?
- What are the core values of our school community?
- What are the strengths and challenges in our district?

The Strategic Planning Committee reviewed all collected data from parents, community, and staff and then engaged in a great deal of conversation regarding the aforementioned questions and developed the following mission statement:

Cultivate creativity, resilience, and innovation in a safe, inclusive educational environment, empowering all learners to thrive and contribute as members of the local and global community.

Core Values

The Plymouth Public Schools' **Core Values** should remain constant in an ever-changing world. These values provide the foundation for our work and influence how we conduct ourselves and engage with others. The following set of core values were established:

Student-Centered: Prioritizing the needs of students in all decisions and actions

Social Emotional Wellness: Providing resources and support to cultivate mental health skills and well-being among students and staff

Equitable Access: Ensuring access to opportunities, resources, and support for all

Empowerment: Fostering a sense of self-determination, confidence, and autonomy among learners to reach their fullest potential

Respect: Building and maintaining trusting, respectful, and authentic relationships among all members of the learning community

Collaboration: Promoting teamwork, cooperation, and collaboration to achieve common goals and solve complex problems

Communication: Encouraging open, honest, and transparent communication to facilitate understanding, resolve conflicts, and strengthen connections

Excellence: Pursuing high standards of quality, performance, and continuous improvement in all aspects of education and community engagement

The Vision Statement

A **Vision Statement** represents an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. It is intended to be our compass – our North Star. The vision statement should be a brief, but concise statement that clearly exemplifies the district’s vision for those it serves.

Inspired lifelong learners who are confident and compassionate

Theory of Action

An organization’s theory of action represents a set of actions that will be implemented in order to improve the organization and help it reach its mission. The theory of action is closely related to the strategic objectives and how their implementation will lead to organizational improvement.

If we improve the outcomes of all learners through inclusive, equitable, and innovative teaching and learning experiences, develop and implement a network of social and emotional support, engage all stakeholders to support success, and allocate adequate resources to provide appropriate staffing and modern facilities to enhance learning experience; then we will cultivate creativity, resilience, and innovation in a safe, inclusive educational environment, empowering all learners to thrive and contribute as members of the local and global community.

Strategic Focus Areas and Objectives 2024 - 2027

After developing a mission, core values, and a vision, the Strategic Planning Committee began the work of developing the priorities that will serve as the core focus of district improvement for the next three years. Each focus area is highlighted in an action plan that includes multiple strategic initiatives for each lever, outcomes, timeline, and responsibility. The following four strategic focus areas emerged from the process:

Strategic Focus Area #1: Teaching and Learning			
Objective: Improve the outcomes of all learners through inclusive, equitable, and innovative teaching and learning experiences.			
Initiative	Outcome	Timeline	Responsibility
Continue to develop and train teachers on Universal Design for Learning (UDL) principles and evidence based instructional methods to ensure accessible, equitable, and inclusive learning experiences for all students.	Increase in student engagement and participation across diverse learning styles.	June 2025	<ul style="list-style-type: none"> ● Assistant Superintendent, Administration and Instruction ● District Coordinators ● Director of Special Education ● Principals ● Department Heads ● Academic Coaches
	Increased teacher confidence in instructional practice as reported by surveys.		
	Reduction in achievement gaps among different student groups.	June 2027	
	Increase the graduation rate for historically marginalized student groups.		
Implement comprehensive strategies to prevent and address chronic absenteeism, taking into consideration cultural, socioeconomic, and systemic barriers to attendance by conducting outreach and providing support tailored to the needs of diverse student populations.	Decrease in overall absenteeism rates.	June 2025	<ul style="list-style-type: none"> ● Assistant Superintendent, Administration and Instruction ● Principals/Assistant Principals ● Supervisor of Attendance ● Director of Student Support Services
	Increase in on-time graduation rates.		
	Improvement in academic performance and classroom participation among previously chronically absent students.		

<p>Provide expanded professional development opportunities that incorporate culturally relevant pedagogies and language acquisition strategies sensitive to the diverse linguistic backgrounds of Multilingual Learners (MLLs).</p>	<p>Improve English language proficiency scores for MLLs.</p> <p>Increase in staff self-reported confidence and proficiency in implementing language acquisition strategies.</p>	<p>June 2027</p> <p>June 2025</p>	<ul style="list-style-type: none"> ● Assistant Superintendent, Administration and Instruction ● Director of Student Support Services ● MLL Department Head
<p>Procure translation tools and materials that are culturally sensitive and accurately reflect the linguistic nuances of Multilingual Learners (MLLs) to ensure relevance and effectiveness.</p>	<p>Improvement in MLLs' language proficiency and academic performance.</p> <p>Increase in accessibility of educational materials for MLLs and their families.</p>	<p>June 2026</p>	<ul style="list-style-type: none"> ● Director of Student Support Services ● MLL Department Head ● School Business Administrator ● District Coordinators
<p>Provide ongoing professional development to support culturally responsive teaching practices.</p>	<p>Professional development sessions conducted on culturally responsive teaching practices.</p> <p>Increase in cultural competence as reported by staff.</p> <p>Improvement in academic performance among diverse student populations.</p>	<p>June 2026</p>	<ul style="list-style-type: none"> ● Assistant Superintendent, Administration and Instruction ● District Coordinators ● Principals ● MLL Department Head ● Director of Student Support Services
<p>Utilize data teams across all schools to drive consistent, data-driven decision-making processes and implement targeted interventions for areas of concern, identifying and addressing disparities based on race, ethnicity, gender, socioeconomic status, and other factors.</p>	<p>Reduction in performance gaps between different student subgroups.</p> <p>Improvement in academic achievement for underperforming student groups.</p>	<p>June 2025</p>	<ul style="list-style-type: none"> ● Assistant Superintendent, Administration and Instruction ● District Coordinators ● Director of Special Education ● Principals ● Department Heads
<p>Expand pathways for college and career readiness through internship opportunities,</p>	<p>Higher rates of college enrollment and career placement post-graduation.</p>	<p>June 2027</p>	<ul style="list-style-type: none"> ● Assistant Superintendent, Administration and Instruction

<p>after-school clubs, and leadership forums.</p>	<p>Increase in student participation in internship opportunities and leadership forums.</p> <p>Growth in students' confidence in navigating college and career pathways.</p>		<ul style="list-style-type: none"> ● College Career & Technical Education Director ● Director of Student Support Services ● District Coordinators ● Principals
<p>Enhance student learning through mentoring opportunities across all academic levels.</p>	<p>Increase the number of students participating in mentoring programs.</p>	<p>June 2027</p>	<ul style="list-style-type: none"> ● Assistant Superintendent, Administration and Instruction ● College Career & Technical Education Director ● Director of Student Support Services ● Principals
<p>Evaluate and improve transition processes between grade levels based on family, student and staff feedback.</p>	<p>Feedback from students and families on transition experiences.</p> <p>Identification and resolution of issues affecting academic progress during transitions.</p> <p>Implementation of transition supports.</p>	<p>June 2025</p> <p>June 2026</p> <p>June 2027</p>	<ul style="list-style-type: none"> ● Principals ● Guidance ● Director of Student Support Services ● District Coordinators ● Director of Special Education

Strategic Focus Area #2: Social Emotional Wellness

Objective: Develop and Implement a network of social and emotional support for all learners.

Initiative	Outcome	Timeline	Responsibility
Evaluate and expand Social Emotional Learning (SEL) programming from pre-kindergarten to 12th grade.	Increase student-reported feelings of safety and belonging. Improvement in student behavior and classroom climate. Reduction in disciplinary incidents and suspensions.	June 2026	<ul style="list-style-type: none"> ● Director of Student Support Services ● Director of Special Education
Implement wellness promotion programs addressing physical and mental well-being, including stress reduction activities and resources for both students and staff.	Implement three new wellness initiatives. Surveys assessing staff and student satisfaction with wellness resources. Reduction in stress-related absenteeism or disciplinary incidents.	June 2025	<ul style="list-style-type: none"> ● Director of Student Support Services ● Director of Special Education ● Health/PE Staff ● Director of School Health Services
Forge partnerships with local organizations to support mental health resources and internships.	Establish partnerships with one new community/mental health organizations each fiscal year.	June 2027	<ul style="list-style-type: none"> ● Assistant Superintendent, Administration and Instruction ● Director of Student Support Services
Expand peer support programs to address stress among students, fostering a supportive peer network and promoting mental health awareness.	Decrease in reported bullying incidents. Increase in students' perception of school safety, belonging and connectedness.	June 2026	<ul style="list-style-type: none"> ● Principals ● Director of Special Education ● Director of Student Support Services

<p>Develop programs to educate parents and students on health, wellness, and safety topics and resources.</p>	<p>Feedback from participants in programs.</p>	<p>June 2025</p>	<ul style="list-style-type: none"> ● Assistant Superintendent, Administration and Instruction ● Principals ● Director of Special Education ● Director of Student Support Services
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Strategic Focus Area #3: Community and Engagement

Objective: Engage all stakeholders to support the success of all students.

Initiative	Outcome	Timeline	Responsibility
Increase communication efforts to engage community at-large in District happenings.	Surveys assessing awareness and perception of the value of public education.	June 2025	<ul style="list-style-type: none"> ● Superintendent's Office ● EdTV
Organize educational forums to provide insight into district operations.	<p>Feedback from attendees on the usefulness and relevance of forum topics.</p> <p>Increase in community understanding of district operations and educational priorities.</p> <p>Increase opportunities for input and voice from families, staff, and students.</p>	Ongoing	<ul style="list-style-type: none"> ● Superintendent's Office
Invest in technology, staffing, and communication strategies to support diverse students and their families.	Fostering belonging and connections among students and throughout the community.	June 2026	<ul style="list-style-type: none"> ● Superintendent's Office ● Assistant Superintendent, Administration and Instruction ● Assistant Superintendent, Human Resources ● School Business Administrator ● Principals ● Director of Student Support Services
Utilize existing groups, such as Parent Teacher Association, Special Education Parent Advisory Council, English Learner Parent Advisory	Changes implemented based upon stakeholder feedback.	June 2026	<ul style="list-style-type: none"> ● Superintendent's Office ● Assistant Superintendent, Administration and Instruction

<p>Council, and School Councils as a mechanism to gather input and feedback.</p>			<ul style="list-style-type: none"> ● Assistant Superintendent, Human Resources ● Principals ● Director of Student Support Services
<p>Develop a branding strategy to highlight district successes and achievements.</p>	<p>Increase in positive media coverage or social media engagement related to district achievements.</p> <p>Feedback from stakeholders on their perception of district branding efforts.</p>	<p>June 2025</p>	<ul style="list-style-type: none"> ● Superintendent's Office ● EdTV
<p>Strengthen partnerships with community organizations to enhance opportunities for students.</p>	<p>One additional collaborative initiative launched with community organization each year.</p> <p>Feedback from stakeholders on the effectiveness of partnership efforts.</p> <p>Increase in resources and support services available to students through community partnerships.</p> <p>Increase the number of community members engaged in mentorship and internship programs.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> ● Superintendent's Office ● Assistant Superintendent, Administration and Instruction ● District Coordinators ● College Career & Technical Education Director ● Principals

Strategic Focus Area #4: Human Capital, Finance, and Facilities

Objective: Allocate adequate resources to provide appropriate staffing and modern facilities to enhance the learning experience.

Initiative	Outcome	Timeline	Responsibility
Develop a staff retention initiative plan in order to reduce turnover rates across the district.	Achieve a reduction in staff turnover within one fiscal year through retention initiatives.	June 2026	<ul style="list-style-type: none"> ● Assistant Superintendent, Human Resources
Develop and execute a targeted recruitment plan in an effort to diversify the workforce.	Increase the diversity among new hires.	Ongoing	<ul style="list-style-type: none"> ● Assistant Superintendent, Human Resources
Pursue funding initiatives for facility upgrades to cultivate optimal learning environments, actively seeking alternative funding channels and grant opportunities to support this endeavor.	Enhance the quality of educational facilities to benefit all stakeholders.	Ongoing	<ul style="list-style-type: none"> ● Superintendent's Office ● School Business Administrator ● Director of Facilities
Develop a comprehensive plan to expand early education opportunities.	<p>Additional early intervention opportunities to improve student achievement.</p> <p>Growth in early childhood enrollment rates and kindergarten readiness.</p>	June 2027	<ul style="list-style-type: none"> ● Superintendent's Office ● School Business Administrator ● Plymouth Early Childhood Center Principal ● Director of Special Education ● Assistant Superintendent, Administration and Instruction
Conduct a comprehensive assessment of transportation needs and explore alternative solutions.	Development of a long-term transportation plan based on assessed needs and alternative options.	June 2026	<ul style="list-style-type: none"> ● Superintendent's Office ● School Business Administrator ● Director of Special Education
Create structured programs to facilitate career progression, including internships and mentorships, with the aim of fostering growth and leadership within the school district.	Expand pool of available and willing candidates.	June 2026	<ul style="list-style-type: none"> ● Assistant Superintendent, Human Resources